

Ethics Bowl / Mock Trial 992135							
DO NOT MAKE ENTRIES ON THIS SHEET. IT IS FOR DISPLAY ONLY							
Student Fee allocations							
16-17 Actual		17-18 Actual	18-19 Budget	19-20 Proposal	19-20 Difference	% 19-20 Difference	
Base amount	\$ 32,500	\$ 32,500	\$ 32,500	\$ 32,500	\$ -	N/A	
61000 - Salary	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	
62000 - Wages	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	
63000 - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	
71000 - Current Expense	\$ 15,600	\$ 15,600	\$ 1,000	\$ 1,000	\$ -	N/A	
75000 - Travel	\$ 16,900	\$ 16,900	\$ 31,500	\$ 31,500	\$ -	N/A	
76000 - Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	
77000 - Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	N/A	
Total Expense	\$ 32,500	\$ 32,500	\$ 32,500	\$ 32,500	\$ -	N/A	
One time request				\$ -	\$ -	N/A	
Total Request	\$ 32,500	\$ 32,500	\$ 32,500	\$ 32,500	\$ -	N/A	
Carry Forward	\$ 17,030	\$ 10,532	\$ 1,633	\$ -	\$ (1,633)	-100%	

Notes, including any one-time request(s):

STUDENT FEE RECOMMENDATION COMMITTEE FEE REQUEST QUESTIONNAIRE FOR 2019-2020

Department or Program Name: Ethics Bowl and Mock Trial

Name & E-Mail: Richard Greene rgreen@weber.edu

Phone: 801 626-6694

Location: Davis Campus D2 137H (currently; beginning spring 2019 my location will be LH164)

Return Fee Request (this Questionnaire and the attached Spreadsheet) via email by Wednesday, December 5, 2018, at 4 pm to Jennifer Brustad at jenniferbrustad@weber.edu.

Note: All Student Affairs units must review fee requests with their SAMC representatives prior to submission.

Please respond to all of the following questions in a brief and concise manner (do not exceed 5 pages for questions 1-5).

1. What is your overall mission?

A. The mission of the Weber State University Intercollegiate Ethics Bowl Team is educational; students have a unique opportunity to explore a number of complex moral issues at the deepest levels and from a variety of perspectives. A secondary purpose is to allow students from all disciplines an opportunity to learn critical thinking in a way not normally given in classes; i.e. a student from the math department can apply his or her analytic skills to questions never posed in a math class. The Intercollegiate Ethics Bowl is a national debate format competition where students develop and sharpen both their critical reasoning skills and their public speaking skills while gaining insight into the complex nature of contemporary moral dilemmas and scenarios.

B. The mission of the Mock Trial program is to teach students trial advocacy in an interactive way. Students involved in this activity learn the Federal Rules of Evidence, they construct opening and closing arguments, and they write direct and cross-examinations. They have the opportunity to argue their case in front of real judges and attorneys and are provided with feedback from professionals in the field. Often, students who compete in mock trial attend law school so the activity is intended, in part, to help those students to be better prepared. Many other students go on to other types of careers, and for those students Mock Trial is useful for developing a number of important skills such as effective public speaking, argument evaluation, and writing skills. Moreover, in general, Mock Trial gives students hands on experience with the justice system that keeps them informed and civically involved.

C. The mission of Moot Court is to familiarize students with Constitutional Law. Students are afforded the opportunity to make appellate arguments in front of, in many cases, real District Court and State Supreme Court Justices. In addition to providing students with knowledge of the constitution, Moot Court also gets students thinking critically about important social and moral

issues. New hypothetical cases are released each year and students are put in a position to develop their views on topics like affirmative action, capital punishment, gay marriage and other social issues that college students should grapple with to develop as informed, engaged citizens.

Teams from Weber State in all three areas (Ethics Bowl, Mock Trial, and Moot Court) have been very successful at all levels (regional and national).

2. What do students gain from participating in your program/facility that contributes to the success of a student's educational experience at Weber State?

ETHICS BOWL, MOCK TRIAL, AND MOOT COURT ARE OPEN TO ALL WEBER STATE STUDENTS. Students have the unique opportunity through these programs to take skills learned in various disciplines and apply them to questions not normally posed in classes. For example, a chemistry student has the opportunity to argue whether the use of DDT in Africa should be banned or a criminal justice student has the opportunity to argue whether the death penalty should apply in child rape cases. These students use what they have learned and then apply it to the real-world ethical dilemmas for which their education has prepared them. Ethics Bowl, Mock Trial, and Moot Court cases and questions always cover a vast range of topics, which apply to many professional ethical and legal standards. Thus, students learn to think in professionally ethical and legal ways. Students also work closely with faculty and one another to master the theoretical material and practical skills required to solve moral dilemmas and to prepare a team position on each case. The result of this preparation is a group presentation much like the kinds of projects that many of these students will be involved in once they enter the workforce. Thus, participation Ethics Bowl, Mock Trial, and Moot Court also teaches students to work together as a team in ways that are necessary in any workplace.

Once their positions are prepared, students then have the opportunity to pit their skill in legal and moral decision making against other students in exciting competitive environments. In this regard, Ethics Bowl, Mock trial, and Moot Court facilitate students joining academic teams, which compete in academic mind sports. Student competitors are required to think on their feet in healthy pressure filled environments. Thus, members of these teams also gain the advantages that come with structured intercollegiate competition. A number of Weber students from a variety of programs have been involved in these programs, and along the way have defeated teams from all over the United States, which is a source of great pride for our students and the university community. In addition to the benefits to the students detailed above, the university and the community benefit from the Ethics Bowl, Mock Trial, and Moot Court as well. Since they are competitive, intercollegiate team activities, the university gets the same benefits that it receives from other team activities. When the WSU teams succeed it enhances the reputation of the university.

Another benefit to the university is the fact that discussion of the Ethics Bowl, Mock Trial, and Moot Court cases is not limited to those students and faculty members participating in the Ethics Bowl. My experience has been that once the cases are given to the teams for preparation, the team members begin discussing them with their friends, roommates, and classmates. Segments

of the university come alive with talk of controversial issues such as those raised by privacy rights in libraries, photojournalists taking pictures of dying children in Africa, water rights in areas where ranchers and farmers are competing with native tribes and wildlife refuges, and the like. I was witness to a conversation between two faculty not directly involved with the Ethics Bowl about one of the cases because students approached them for their opinions. Thus, faculty from across the university as well as community members have been involved in helping teams develop their positions as well as judging regional competitions.

The community also benefits from the program as Utah Valley University annually hosts a High School Ethics Bowl. The benefits to be gained from high school students thinking about ethical issues are significant. Students from the WSU Intercollegiate Ethics Bowl team have been invited to assist with the annual High School Ethics Bowl, serving as coaches, moderators, and judges. In this regard Ethics Bowl is facilitating outreach in the community by drawing good students from the local high schools to the university as well as helping high school students develop their critical thinking and reasoning skills, and furthering their development as ethical thinkers and becoming better citizens. Moreover, Weber State students can transfer much of what they learn in Ethics Bowl, Mock Trial, and Moot Court to high school communities, as they themselves work to become better teachers, mentors, public speakers, and community members in the future.

3. Describe, in general, the evaluation process that your program/facility uses to assess your ability to meet your mission.

Since the Ethics Bowl, Mock Trial, and Moot Court are competitive activities, one indicator of the extent to which we have met our mission is success at the regional and national competitions. Here we can look at how well the team performed in competitions. Where did the team rank in the region and in the nation? What was their overall record? Did they handle themselves in professional manner? Did they exhibit good sportsmanship? Did they reflect positively on WSU, etc.? Our teams have been successful in these respects. We are almost always one of the top teams in the country.

While these are important and informative considerations, they do not provide the best means for evaluating the success of the program as a number of external factors (such as the cases randomly chosen for the competition, the make-up of the panel of judges that a particular team draws, the strength of other teams, etc.) can affect (adversely or positively) the outcome of a given competition. Thus, we primarily assess our ability to meet our mission in terms of the advantages of the program detailed in the previous sections of this questionnaire. Ethics Bowl, Mock Trial, and Moot Court provide students with the opportunity to master practical and theoretical material necessary for moral and legal decision-making, and to develop their public speaking skills. We assess the success of the program in terms of how well we are able to help the students do this. Specifically, I pay careful attention to the types of responses that students give when confronted with moral and legal issues and cases early in the year, focusing on the presentation, intelligibility, depth, clarity, sensitivity, and sophistication of the arguments they produce in response to these issues. I then monitor their progress (as do they) throughout the

year. Invariably students begin to gain a healthy appreciation for the subtleties and difficulties associated with most contemporary moral and legal dilemmas. The extent to which students are better able to apply sound reasoning and principles, identify the crucial elements of a genuine moral or legal dilemma, and present their findings in a clear, concise, and intelligible manner ultimately determines the overall success of our programs.

4. State any increases you received from student fees for 2018-19 (if any), and explain how the increases were/will be used.

We didn't receive any increases for 2018-2019.

5. Describe any increases you are requesting from student fees for 2019-20 and explain your justification for the request. Each requested increase must be listed and described in your narrative (e.g., compensation, new positions, wage increases, travel, new programmatic initiatives, etc.). Any increase described in your narrative must be itemized on your budget spreadsheet (see question 6 below).

We are not requesting an increase for 2019-2020.

6. Complete the attached spreadsheet outlining your overall budget and any requested increase. Each requested increase described in your narrative (see question 5 above) should correspond to the line items in the spreadsheet column “19-20 Change.”

It's attached.

If you have any questions, please contact Jennifer Brustad at 626-8904, jenniferbrustad@weber.edu; Dave Taylor at 626-6737, dtaylor@weber.edu; Daniel Kilcrease at 626-6008, dkilcrease@weber.edu; or Brett Perozzi at 626-6008, brettperozzi@weber.edu.